



## Assessment of Student Learning Subcommittee 2019/2020

DATE: May 4, 2020

TO: Dr. Robert Werling, Chair, UEPC

FROM: Dr. Kelly Cotter, Chair  
Assessment of Student Learning Subcommittee (ASL)

SUBJECT: Annual Report

During the academic year 2019-2020, the Assessment of Student Learning Subcommittee of UEPC convened eight times. As per the most recent iteration, below are the membership and term of office requirements, and the charge that the committee is working with.

### **Membership:**

Jennifer Wittman, (2) CAHSS  
Peter (Xun) Xu, (1) CBA  
Daniel Soodjinda, (2) COEKSW  
Mary Jo Stanley, (2) COS  
Kelly Cotter, (1) At Large  
Yanhong Wu, (1) At Large  
Krishma Malhotra, ASI Student Representative (One –year Term)  
Shradha Tibrewal, Director of FCETL, ex-officio non-voting  
Stuart Wooley, Faculty Fellow for Assessment, ex-officio  
Erin Littlepage, Student Success Specialist, ex-officio

**Membership and Term of Office.** The Assessment of Student Learning Subcommittee shall be composed of seven voting members. The chair of the Assessment of Student Learning Subcommittee shall be elected by its membership each year. Members with two-year terms, staggered by lot, are specified as follows: one faculty member from each college, two faculty members-at-large, and one student representative appointed by the President of Associated Students, Inc. The Committee on Committees will give preference to candidates with prior experience with program assessment and, to the extent possible, provide a balance of tenured and non-tenured faculty. The Director of the Faculty Center for Excellence in Teaching and Learning shall be an ex-officio, non-voting member.

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### **Assessment of Student Learning Committee | CSUS**

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**Charge.** The Assessment of Student Learning Subcommittee provides guidance on the extent and type of academic assessment initiatives. The specific responsibilities of the Assessment of Student Learning Subcommittee, as formulated by the UEPC, are as follows:

1. Develop policies and procedures related to assessment of student learning to be submitted to UEPC for review and approval.
2. As requested by academic programs, review and make recommendations regarding the mission and scope of assessment plans to promote and improve student learning and the implementation of those plans within the University's academic programs.
3. Facilitate activities and information sharing to promote best practices in program and department assessment.
4. Establish meeting dates by semester, to be published to the campus community. Submit agendas and meeting minutes to the Recording Secretary of the UEPC and transmit all agendas and meeting minutes to the campus community via electronic networks.
5. Submit an annual year-end report to the UEPC, to include a summary of the year's events and recommendations for follow up actions.
6. Review each department/program's assessment practices/plan on a seven-year cycle in coordination with the department/program's seven-year academic program review. Provide developmental feedback regarding their practices/plans to the department/ program. Provide annual summative feedback regarding general issues of interest to faculty to UEPC.

Approved by UEPC 3/08/01

Amended and Approved UEPC:rl 10/11/07

Amended and Approved UEPC:rl 3/13/08

Amended and Approved UEPC:rl 11/29/12

Developments to each of these charges completed during the 2019-2020 academic year are explicated below:

1. Develop policies and procedures related to assessment of student learning to be submitted to UEPC for review and approval.
  - a. ASL Sub reviewed and approved the Graduate Council's self-study substitution document for APR reviews.
  - b. ASL Sub also reviewed and provided feedback on the university's Academic Program Review Self-Study Template.

- c. ASL Sub dedicated the most time this academic year to developing a rubric to use for assessing Academic Program Reviews. In developing the rubric we discussed what should be included, we clarified language, and we tested the rubric's efficacy against two APRs undergoing the review process. We also collected samples of resources for use by programs seeking feedback or guidance in the future. These processes resulted in the adoption of the ASL Feedback Form.
  
2. As requested by academic programs, review and make recommendations regarding the mission and scope of assessment plans to promote and improve student learning and the implementation of those plans within the University's academic programs.
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3. Facilitate activities and information sharing to promote best practices in program and department assessment.
  - a. We intend for the ASL Feedback Form to be made available to all programs by publishing it on the university's APR Internal and External review website [<https://www.csustan.edu/office-assessment/apr-internal-and-external-review>].

Office of the Provost > Office of Assessment > APR Internal and External Review

<b>Office of Assessment</b>
Assessment Infrastructure
Assessment Planning
Principles of Assessment of Student Learning
Program Review
Collegiate Learning Assessment
Assessment Spotlight
Contact Information
Institutional Learning Goals
Program Learning Outcomes

## APR Internal and External Review

### College and University Review

As indicated in the APR Procedures, college and university committees prove an internal review component for the APR process. Colleges evaluate APRs using their established processes and criteria consistent with university policy and procedures and accreditation standards.

#### College-Level Review

- College of Arts, Humanities and Social Sciences: Budget and Planning Committee APR Review Criteria

#### Assessment of Student Learning Subcommittee

The Assessment of Student Learning subcommittee reviews the Commitment to Student Learning portion of the Academic Program Review self-study report.

- ASL Subcommittee Feedback Form



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A direct link to the form can also be accessed here:

[https://www.csustan.edu/sites/default/files/u2956/asl\\_feedback\\_form\\_academic\\_program\\_review.docx](https://www.csustan.edu/sites/default/files/u2956/asl_feedback_form_academic_program_review.docx)

4. Establish meeting dates by semester, to be published to the campus community. Submit agendas and meeting minutes to the Recording Secretary of the UEPC and transmit all agendas and meeting minutes to the campus community via electronic networks.
  - a. ASL Sub's meeting notes are on file and available to UEPC and the campus community.
5. Submit an annual year-end report to the UEPC, to include a summary of the year's events and recommendations for follow up actions.
  - a. ASL Sub met eight times during the year under review. This document serves as the 2019/2020 year-end report to the UEPC.
6. Review each department/program's assessment practices/plan on a seven-year cycle in coordination with the department/program's seven-year academic program review. Provide developmental feedback regarding their practices/plans to the department/ program. Provide annual summative feedback regarding general issues of interest to faculty to UEPC.
  - a. ASL Sub reviewed three programs undergoing the APR process and provided feedback using the ASL Feedback Form to those programs.

NOTE: Administrative Assistant, Ms. Whitney Placido, continues to provide exceptional administrative support. This committee greatly appreciates her dedication.